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HUMAN RIGHTS QUESTIONS: HUMAN RIGHTS QUESTIONS, INCLUDING ALTERNATIVE APPROACHES FOR IMPROVING THE EFFECTIVE ENJOYMENT OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

Note by the Secretary-General

The Secretary-General has the honour to transmit to the General Assembly the report of the United Nations High Commissioner for Human Rights on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education, pursuant to General Assembly resolution 50/177 of 22 December 1995.

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ANNEX

Report of the United Nations High Commissioner for Human Rights on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education

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I. BACKGROUND

A. Proclamation of the Decade and Plan of Action

1. At its forty-ninth session, in resolution 49/184 of 23 December 1994, the General Assembly proclaimed the 10-year period beginning on 1 January 1995 the United Nations Decade for Human Rights Education (1995-2004). It welcomed the Plan of Action for the Decade submitted by the Secretary-General in the addendum to his report to the General Assembly (A/49/261/Add.1-E/1994/110/Add.1). It also requested the United Nations High Commissioner for Human Rights, with the assistance of the Centre for Human Rights and in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), to coordinate the implementation of the Plan of Action.

2. The Plan of Action has five objectives: the assessment of needs and formulation of strategies; building and strengthening human rights education programmes at the international, regional, national and local levels; developing and coordinating the development of human rights education materials; strengthening the role of the mass media; and promoting the global dissemination of the Universal Declaration of Human Rights. The Plan focuses on stimulating and supporting national and local activities and initiatives and is built upon the idea of a partnership between Governments, international organizations, non-governmental organizations, professional associations, individuals and wide sectors of civil society.

3. In 1996, the Plan of Action has been supplemented with the comments made by Governments as requested by the General Assembly and the Commission on Human Rights. The final version will be issued in an addendum to the present report.

B. Fiftieth session of the General Assembly

4. At its fiftieth session, the General Assembly adopted resolution 50/177 of 22 December 1995, in which it recalled its resolution 49/184 and took note with appreciation of the report presented to the General Assembly by the High Commissioner on the implementation of the Plan of Action for the Decade (A/50/698, annex).

5. The General Assembly appealed to all Governments to contribute to the implementation of the Plan of Action, and in particular to establish, in accordance with national conditions, a national focal point (national committee) and a resource and training centre for human rights education, or where such a centre already existed, to work towards its strengthening, and to develop and implement an action-oriented national plan for human rights education.

6. The General Assembly requested the High Commissioner to coordinate the implementation of the Plan of Action and to carry out the tasks enumerated therein; furthermore, it requested the Centre for Human Rights, in cooperation with existing monitoring bodies, United Nations specialized agencies and programmes (in particular the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and

the International Labour Organization (ILO)) and other competent intergovernmental organizations to contribute, within their respective spheres of competence, to the implementation of the Plan of Action and to cooperate with the High Commissioner in this task.

7. Furthermore, the General Assembly called upon non-governmental organizations, as well as all other social justice groups, human rights advocates, educators, religious organizations and the media, to increase their involvement in formal and non-formal education in human rights and to cooperate with the High Commissioner and with the Centre for Human Rights in implementing the Plan of Action for the Decade.

8. Finally, the General Assembly requested the Secretary-General to consider the possibility of establishing a voluntary fund for human rights education, with special provision for the support of the human rights education activities of non-governmental organizations, to be administered by the Centre for Human Rights.

C. Fifty-second session of the Commission on Human Rights

9. At its fifty-second session, in resolution 1996/44 of 19 April 1996, the Commission on Human Rights took note with appreciation of the report presented to the Commission by the High Commissioner on the implementation of the Plan of Action for the Decade (E/CN.4/1996/51). It requested the High Commissioner to accelerate, within existing resources, the implementation of the Plan of Action and, in particular, to encourage and facilitate the establishment of national plans of action, focal points (national committees) and centres for human rights education in Member States, in accordance with national conditions.

10. The Commission invited all Governments to consider the establishment of national focal points (national committees) for human rights education and the development of national plans of action for human rights education, as envisaged in the Plan of Action, including the building and strengthening of programmes and capacities for formal and informal human rights education and cooperation with non-governmental organizations and the private sector in pursuing the objectives of the Plan of Action.

11. Furthermore, the Commission requested the human rights monitoring bodies to place emphasis on the implementation by Member States of their international obligation to promote human rights education; invited all relevant specialized agencies, in particular UNESCO and ILO, and United Nations programmes, especially UNICEF, and other intergovernmental organizations to enhance their contribution to the implementation of the Plan of Action; and called upon international, regional and national non-governmental organizations, as well as other social justice groups, human rights advocates, educators, religious and community organizations and the media, to increase their involvement in formal and non-formal education in human rights and to cooperate with the High Commissioner and the Centre for Human Rights in implementing the Plan of Action.

12. Finally, the Commission invited the High Commissioner to seek the views of States on ways and means to increase support to the Decade, with special

emphasis on activities of non-governmental organizations in the field of human rights education, and on the advisability of establishing a voluntary fund for this purpose, and to report on that issue to the Commission at its fifty-third session.

II. IMPLEMENTATION OF THE PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION

A. Introduction

13. The High Commissioner has reported on the implementation of the Plan of Action for the Decade to the General Assembly (A/50/698) and to the Commission on Human Rights (E/CN.4/1996/51). When necessary, the present report will make direct reference to those documents, in order to avoid repetition.

14. To be able to carry out the activities foreseen in the Plan of Action, the High Commissioner/Centre for Human Rights has developed a two-year technical cooperation project funded against contributions made by Governments to the Voluntary Fund for Technical Cooperation in the Field of Human Rights. This project has as its main objective the enhancement of national capacities for human rights education, and specific activities being undertaken under this project are illustrated below.

15. The present report follows the structure of the Plan of Action, illustrating the status of its implementation by its eight components.

B. Component one: Assessing needs and formulating strategies for human rights education

16. The High Commissioner/Centre for Human Rights is carrying out the two surveys envisaged in the Plan of Action, i.e., on existing programmes and materials for human rights education at the international, regional and national level and on the existing versions of the Universal Declaration of Human Rights.

17. Targeted questionnaires for Governments, international and national governmental and non-governmental organizations are now being prepared, and will be broadly disseminated in the coming months. The information gathered will be subsequently processed and made available to all interested partners of the Decade through a comprehensive report and a database.

18. In the meantime, the High Commissioner/Centre for Human Rights has already undertaken two preliminary surveys, i.e., on existing materials for human rights education (see component six) and on existing versions of the Universal Declaration of Human Rights (see component eight). UNESCO has also contributed to this effort through the promotion of preliminary surveys on programmes in some selected countries (for the contribution of UNESCO, see component two).

C. Components two and three: Strengthening international/regional programmes and capacities for human rights education

1. Mobilization of widespread support for the Decade

19. Information on specific activities carried out by the High Commissioner/Centre for Human Rights in order to seek support for the Decade, in particular to generate support for the Decade at the highest levels of government, has already been provided in the two previous reports of the High Commissioner on the implementation of the Plan of Action (A/50/698 and E/CN.4/1996/51).

20. In addition, the High Commissioner/Centre for Human Rights has been disseminating information on the Decade by answering related inquiries, on a daily basis, by interested representatives of Governments, non-governmental organizations, academics, students and other interested individuals and organizations. Also, the High Commissioner/Centre for Human Rights organized an information briefing on the Decade during the 1996 session of the Commission on Human Rights, open to all interested organizations and individuals; on that occasion, future initiatives were discussed with the participants and educational materials were made available.

21. Moreover, the High Commissioner took an active part in several activities undertaken at the international level under the auspices of the Decade. Those initiatives included: the Geneva Training Course in International Human Rights Law and Diplomacy organized by the International Service for Human Rights (March-April 1996); the fourteenth international training session on human rights and peace training, organized by the International Training Centre on Human Rights and Peace Training (Geneva, July 1996); the diplomacy training programme organized by the University of New South Wales (Sydney, August 1996); the symposium "Education for a culture of peace" organized by the International Institute on Peace Education (Tokyo, August 1996); and the workshop "Human rights and civic education" organized by the Open Society Institute (Budapest, September 1996). Also, in August the High Commissioner cooperated in the production of teaching and training video materials to promote the Decade in Japan, as well as in the Asia-Pacific region, upon the initiative of the Asia-Pacific Human Rights Information Centre.

22. Other general activities for the enhancement of human rights education undertaken by the High Commissioner are included in his report to the General Assembly (A/51/36).

2. Coordination with international/regional partners

United Nations system

23. The High Commissioner has been placing particular emphasis on the coordination of activities with UNESCO, given its experience and ongoing activities in the field of human rights education. After the signing of a memorandum of understanding between the High Commissioner and the Director-General of UNESCO (October 1995), regular consultations and cooperation between the two institutions have taken place. Accordingly, in January 1996, a

representative of the High Commissioner participated in the annual meeting of directors of human rights institutes held in Paris, at UNESCO headquarters, which focused on the Decade; in February, a delegation from UNESCO met in Geneva with the High Commissioner/Centre for Human Rights to discuss in detail, inter alia, joint activities in the framework of the Decade. In March, a representative of the High Commissioner participated in the second annual meeting of the UNESCO Advisory Committee on Education for Peace, Human Rights and Democracy. In July, a delegation from the Centre for Human Rights met in Paris with UNESCO officers to discuss joint projects between the High Commissioner/Centre for Human Rights and UNESCO in the field of human rights education.

24. As a contribution to the Decade, UNESCO has also been enhancing its activities for the promotion of education for peace, human rights, democracy, international understanding and tolerance. More detailed information on these educational activities, undertaken in the framework of the UNESCO transdisciplinary project "Towards a culture of peace", is given in its report prepared in response to General Assembly resolution 50/173 of 22 December 1995 (A/51/395).

25. A joint project has been developed between the High Commissioner/Centre for Human Rights and the Department of Public Information of the United Nations Secretariat concerning the global dissemination of the Universal Declaration of Human Rights (see component eight).

26. Also, in his previous report to the General Assembly (A/50/698), the High Commissioner has already reported on the contribution to the implementation of the Decade undertaken by the United Nations Secretariat, the human rights treaty bodies and the following United Nations bodies and specialized agencies: World Bank, United Nations Development Programme (UNDP), UNICEF, United Nations Institute for Training and Research (UNITAR) and United Nations Research Institute for Social Development (UNRISD). In his report to the Commission on Human Rights (E/CN.4/1996/51), the High Commissioner has listed the contribution of other partners: Office of the United Nations High Commissioner for Refugees (UNHCR), International Labour Office, United Nations Environment Programme (UNEP), Economic Commission for Europe (ECE) and Economic Commission for Latin America and the Caribbean (ECLAC).

27. In addition, the United Nations Volunteers programme has expressed interest in working with the High Commissioner in promoting human rights. The programme has already undertaken some interesting projects in this regard in Rwanda, Guatemala, Cambodia, Haiti and Georgia, where United Nations Volunteers have been working for the promotion of human rights both at the grass-roots level and in the area of the administration of justice. Accordingly, the United Nations Volunteers programme is actively exploring ways and means to create innovative programming to assist in human rights promotion at the grass-roots level.

Other international organizations

28. As far as other international organizations are concerned, in his report to the Commission on Human Rights (E/CN.4/1996/51), the High Commissioner provided detailed information on the related activities of the Council of Europe and

International Committee of the Red Cross (ICRC). In addition, the Council of Europe has informed the High Commissioner/Centre for Human Rights of the recent publication of the second edition of the "Directory of Summer Schools and other University Courses in Human Rights", a practical source of information for students, human rights activists, governmental officials, lawyers, judges and other professionals interested in short-term training courses in the field of human rights.

29. Another intergovernmental organization, the Commonwealth Secretariat, has also informed the High Commissioner that it has initiated a Commonwealth programme of human rights education to contribute to the Decade. In September 1995, the Commonwealth Secretariat organized the Commonwealth Oxford Conference on Human Rights Education, which adopted an agenda and framework for human rights education activities throughout the Decade. One of the recommended activities within the Commonwealth agenda was the convening of regional workshops in different Commonwealth countries to review current activities and to develop and coordinate future regional and national programmes. Accordingly, the first regional workshop, aiming at bringing together public officials responsible for human rights training within government departments, representatives from national institutions, non-governmental organizations and the media from the Pacific region, was held in July 1996.

Non-governmental organizations

30. The High Commissioner/Centre for Human Rights has continued actively to seek support and engaging in a dialogue within the framework of the Decade with several international non-governmental organizations, centres and associations that organize (often through their networks of national chapters) international programmes for human rights education addressed to specific targets or with a regional or thematic focus. In this framework, the participation of the High Commissioner/Centre for Human Rights in the initiatives mentioned in paragraphs 19 to 22 above is to be considered.

31. Also, the High Commissioner/Centre for Human Rights has supported the establishment of human rights education programmes by non-governmental organizations through broad dissemination of the materials published by the Centre for Human Rights (see component six).

3. Costa Rica Consultation on Pedagogical Foundations of Human Rights Education

32. The Plan of Action requests the Centre for Human Rights to promote the organization of international workshops to identify concepts, materials and methods for human rights education on priority human rights themes (A/49/261/Add.1-E/1994/110/Add.1, annex, para. 48). In this context, the High Commissioner responded favourably to a request from the Government of Costa Rica for financial assistance in the organization of an international consultation on the relevance of educational theories and practices to human rights education.

33. This international consultation, organized by the Government of Costa Rica and the People's Decade for Human Rights Education, and supported by ILO, the

Friedrich Ebert Stiftung, UNDP and the High Commissioner, was held at Heredia, Costa Rica, from 22 to 26 July 1996. Educators, activists and scholars from various regions of the world discussed pedagogical foundations of human rights education on the basis of the assumption that "human rights education should involve more than the provision of information and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies" (General Assembly resolution 49/184).

34. Accordingly, the participants discussed several challenges facing human rights education in contemporary societies, and stressed, in particular, that there was a need for the following:

(a) To consider human rights education as a learning process through which learners develop their awareness of, and capacity to act to further human rights aspirations in response to interaction with learning facilitators, who must also, in their personal behaviour and methods, respect the dignity of learners with varying capacities;

(b) To bear in mind that human rights education takes place in all places ("learning environments") where people interact in a way in which there is a potential for learning through exchange, sharing of ideas, reception of information, contact and communication, and therefore not only in institutions of formal education;

(c) For human rights education not to be theoretical, but to be relevant to people's experience and, therefore, rooted in the historical, social, psychological, ethnic, gender, linguistic and other contexts of the learners;

(d) To discuss not only about rights, but also about the remedies to human rights violations as provided in the international and national legal and political frameworks, and to critically analyse the obstacles to the full realization of human rights as an integral part of human rights education;

(e) To use culturally appropriate and economically viable expressions to translate international instruments of human rights law into daily language and realities.

D. Components four and five: Strengthening national/local programmes and capacities for human rights education

1. Activities undertaken by States

35. This section will partially reiterate and supplement with new data the information already provided in the report of the High Commissioner to the Commission on Human Rights (E/CN.4/1996/51), in order to present a complete overview of the status of the implementation of the Plan of Action by States, at the national level.

General observations on the Decade

36. In response to the efforts of the High Commissioner to generate support for the Decade at the highest levels of Government, Heads of State and governmental authorities from several countries (Algeria, Argentina, Brazil, Cambodia, Canada, Chad, Chile, Croatia, Cuba, Cyprus, Denmark, Ecuador, Guyana, Holy See, Iraq, Italy, Jamaica, Japan, Jordan, Liechtenstein, Malta, Mauritius, Mexico, Monaco, Morocco, Norway, Peru, Paraguay, Romania, South Africa, Sri Lanka, Sudan, Sweden, Tunisia, Turkey, Ukraine and Federal Republic of Yugoslavia) have expressed support for the Decade, and have provided information on steps already taken towards the implementation of the Plan of Action in their respective countries. Some countries have mentioned difficulties encountered in the implementation of the Plan of Action, and others have expressed the need for international assistance (Chad, Ecuador, Jordan, Morocco, Paraguay, Peru, Sudan). The authorities of other countries (Croatia, Monaco, Malta, Sweden, Ukraine) requested the High Commissioner/Centre for Human Rights to provide materials for human rights education.

Establishment of national focal points and national centres for human rights education

37. In 1995, the Commission on Human Rights and the General Assembly both appealed to all Governments to establish, according to national conditions, a national focal point (national committee) for human rights education, and a resource and training centre for human rights education. This request was reiterated by the Commission on Human Rights in 1996. The High Commissioner has asked all Governments to create these committees, and is discussing with UNESCO a joint strategy to this end.

38. As a matter of fact, the Plan of Action for the Decade envisages that national focal points for human rights education would be designated in each State. Such focal points may consist of specially constituted committees including representatives of relevant government agencies, non-governmental organizations, the private sector and educators or, alternatively, existing appropriate structures or organizations, such as ombudsman offices, national human rights commissions, or national human rights training and research institutes.

39. It is suggested that the focal points' tasks should be to identify national human rights education needs and to develop a national plan of action for human rights education containing specific objectives, strategies and programmes for the enhancement of human rights education at all levels, including pre-schools, primary and secondary schools, higher education, professional schools, training programmes for public officials and non-formal learning, including general public information. They should also be charged with raising funds; channelling international and regional inputs, information and support to the local and grass-roots levels in their respective countries and coordinating with regional and international bodies involved in implementing the objectives of the Decade; and reporting to the High Commissioner on needs, proposals and progress made towards the realization of the goals of the Decade.

40. The focal points should work in close collaboration with a national human rights resource and training centre capable of undertaking research, training trainers, preparing, collecting, translating and disseminating human rights materials and organizing conferences, workshops and courses. States have been encouraged to establish such national centres or, where such centres already exist, to work towards their strengthening (see Plan of Action, paras. 60 and 61).

41. As of end September 1996, the following national focal points (national committees) and centres had been established:

(a) Algeria: National Observatory of Human Rights (focal point and centre), which is composed of members of the public sector and of associations;

(b) Argentina: National Direction for the Promotion of Human Rights within the Office of the Under-Secretary of Social and Human Rights of the Ministry of Interior (focal point and centre), which has already undertaken relevant activities in all sectors of society (see para. 44 (e) (i) below);

(c) Chad: Ministry of National Education (focal point) and National Commission of UNESCO (centre);

(d) Croatia: National Committee on Human Rights Education, which has began, under the auspices of the Office of the Prime Minister, to develop a national plan of action;

(e) France: National Committee, which will report shortly to the High Commissioner on its activities;

(f) Holy See: National Committee composed of representatives of several institutions (focal point);

(g) Japan: a headquarters for the promotion of the Decade, chaired by the Prime Minister, was established in December 1995. The headquarters has the task of promoting a comprehensive policy to implement measures on human rights education by assuring cooperation among the ministries and agencies concerned, and is now drawing up a National Plan of Action. The first meeting was held in March, 1996. Members of the headquarters include the Minister of Justice, the Minister of Foreign Affairs, the Minister of Education and administrative vice-ministers of about 20 governmental agencies;

(h) Norway: National Committee for Human Rights Education has been established. Its members come from government and a wide variety of private organizations, and it is organized as a working group under the Advisory Committee on Human Rights to the Ministry of Foreign Affairs, with the United Nations Association of Norway acting as secretariat. The activities of the Committee are funded by the Norwegian Government;

(i) Sudan: National Committees for Human Rights Education at the States level;

(j) Tunisia: National Commission for human rights education, composed by representatives from the Ministries of Education, of Higher Education and Scientific Research, of Youth and Childhood, of Women and Family, of Culture, of Information, of Health, Justice, Interior and Foreign Affairs, from the Higher Committee for Human Rights and Fundamental Freedoms and main relevant non-governmental organizations and associations. A Human Rights Documentation, Publication, Research and Study Centre linked to the Higher Committee for Human Rights and Fundamental Freedoms has also been established.

42. The Federal Republic of Yugoslavia has underlined the importance of the establishment of focal points at the national level and of providing them with intellectual and material resources; other countries (Cyprus, Jordan, Mexico, Paraguay, Romania, Sudan) have informed the High Commissioner of the imminent establishment of such structures. Cuba stated that the focal point should be within the Government, since it is the Government that is responsible for the formulation of national policies for human rights education. Brazil stressed that, since the country has a federal structure with states and municipalities endowed with autonomy as far as the organization of the educational system is concerned, it would not be appropriate to establish a single focal point at the federal level to deal with school and university teaching.

43. Several Governments (Brazil, Chad, Guyana, Jamaica, Italy, Norway, Peru, Tunisia) pointed out the importance of collaboration between Governments and the civil society in the implementation of the Plan of Action for the Decade. In this regard, Chad stressed the fact that since non-governmental organizations and associations of civil society are important actors in the area of human rights education and training, sometimes compensating for the limited action of the authorities, a positive contribution by States to human rights education could also be the elimination of obstacles to the creation of such organizations and associations.

Activities undertaken within the framework of the Decade

44. Several governmental authorities have informed the High Commissioner for Human Rights of activities relevant to human rights education or undertaken within the framework of the Decade. A summary of this information is provided below:

(a) Primary and secondary schools. Governments' endeavours in this area are of two main types: incorporation of human rights as a key element in national legislation regulating education in schools; and production of materials, revision of curricula and textbooks and training of teachers. Such activities include the following:

(i) Chile has adopted fundamental objectives and minimum obligatory contents of basic Chilean education, which constitute the educational policy basis for the design of school curricula and which include human rights issues, to be introduced in the curricula of compulsory education by the end of the century;

(ii) Turkey has included topics such as democracy and human rights in its educational system, incorporating them as key principles in the

national Education Law, the Regulations on Primary and Secondary Schools and other related regulations;

(iii) Romania has incorporated in its Education Law (art. 4), the fostering of respect for fundamental human rights and freedoms as one of the ultimate aims of education;

(iv) The Social Sciences Unit of the Department of Education of Malta, in collaboration with national non-governmental organizations, has started a broad programme of human rights awareness in schools and has prepared training materials on the rights of the child, on tolerance and on human rights in general. It has also promoted in-service courses for teachers on human rights, tolerance and peace;

(v) The Ministry of Education of Mauritius has set up a curriculum panel team to revise materials to be used in schools for human values education, and is working in close cooperation with a national non-governmental organization dealing with teacher training in this regard;

(vi) The Ministry of Human Rights and the Ministry of Education of Morocco have signed an agreement for the introduction of human rights education in schools and have presented to the High Commissioner a project including, inter alia, the production of human rights training and educational materials for teachers and students, and the training of teachers, authors of textbooks and curricula and other concerned school personnel in human rights standards;

(vii) Jordan has informed the High Commissioner of a project for the introduction of human rights terms and concepts into school curricula, which includes the establishment of a committee of human rights experts (including representatives of the Ministry of Education and specialists in human rights), a workshop on human rights to be attended by drafters of curricula, a survey of existing textbooks to determine how human rights are presented, and the preparation of training materials and aids for school personnel and of reference sources for students;

(viii) Peru noted that in 1995 the new secondary school curricula including human rights issues (courses in civic education and family education) was introduced;

(ix) In Turkey, courses on civics and human rights and democracy and human rights are offered to secondary school students. Courses and seminars on human rights for administrators and teachers were organized in 1995 and are foreseen for the future;

(x) Chad is considering the integration of human rights into the school curricula;

(xi) Paraguay has adopted a new educational reform providing for a new school curriculum which incorporates the subject "education for

democracy", considered to be one of the main themes concerning respect for the dignity of the human being;

(xii) Norway reported that the principles of human rights and information about the organization and activities of the United Nations are already included in the curriculum of Norwegian schools;

(xiii) The Ministry of Education and Sport of Brazil is studying the introduction into the school curricula, starting with primary school, of human rights as part of the concepts and values which constitute the theme "Socialization and ethics". Instead of creating a new discipline, this theme will be incorporated in the traditional disciplines in a transdisciplinary way, in order to favour the assimilation and practice of moral values on the part of the students. Also, a programme for the training of teachers, to provide them with instruments for contributing to the development of responsible future citizens, has been established;

(xiv) Ecuador is supporting youth participation through the project "Nuevo Rumbo Cultural", addressed to school students and devoted to human rights and peace education;

(xv) In Mexico, the Secretary of Public Education, together with the National Commission on Human Rights, is promoting human rights education in schools through the ongoing national programme of educational development and the programme on textbooks and human rights education;

(xvi) Sri Lanka reported that human rights education is part of school and university curricula from primary to post-graduate levels;

(b) University teaching. Peru pointed out that human rights constitutes a subject of study in several law faculties of the country, and in one of them, training materials and manuals on human rights are being elaborated to be used by teachers in schools. Turkey reported that human rights issues are included in MA and PhD programmes;

(c) Justice personnel and armed forces. Since 1992, Turkey has included human rights in the curricula of the gendarmerie schools. The number of courses relating to human rights has been increased in police colleges and academies, where the topic is a separate course in the curricula. A number of police officers participate in the exchange training programmes of the Council of Europe. In addition, prison and security personnel are trained in human rights and the Government's commitments under international law. Chad informed the High Commissioner that the human rights training programmes for the military and for administration of justice personnel contain disciplines relating to human rights;

(d) General public. Several activities aimed at increasing human rights awareness among the general public have been undertaken. For instance, the President of Brazil has instituted a National Prize for Human Rights, to be awarded by the President annually, on 10 December, to personalities and

organizations particularly active in the promotion of human rights. Malta has proposed to the competent authorities the production of a television campaign on human rights;

(e) Comprehensive initiatives for human rights education at the national level. Four initiatives on human rights education, undertaken in Argentina, Italy, Tunisia and Ukraine, are specifically noteworthy for their comprehensiveness:

(i) In 1995, Argentina designated a focal point for human rights education. The focal point (see para. 41 (b) above), through a project of technical cooperation established with the Centre for Human Rights, has carried out, in collaboration with non-governmental organizations, a series of important activities. These include: training courses on human rights for teachers aimed at the establishment of a national network of teachers for human rights education; dissemination of human rights documents, such as the Vienna Declaration and Programme of Action, the Universal Declaration of Human Rights and the Convention on the Rights of the Child; establishment of a publicly accessible National Documentation Centre; preparation and dissemination of a bibliography on human rights education, which has been distributed to all educational establishments, governmental and non-governmental agencies, libraries and international organizations; human rights training for police officials and trainers; workshops on human rights and the penitentiary system; human rights training for lawyers and other members of the legal profession; establishment of a series of agreements with provincial and national universities in order to carry out joint projects; production of a publication on human rights ("Facts and rights");

(ii) In Italy, a joint effort of the National Academy of Scientists and the Italian Government has produced a survey of human rights education and information in Italy which contains information on human rights education in primary schools, secondary schools and higher education (collected through specific questionnaires), on existing programmes for human rights training for professional groups (police, prison personnel, magistrates and lawyers, teachers, health personnel), and on the existing information about human rights among the public in general, with an emphasis on the role of the media. All the current activities of governmental and non-governmental agencies active in this area are reviewed, and detailed suggestions for improvement, addressed to the Italian Government, are made. Annexed to the survey is a list of documents relating to human rights education translated into Italian (including the Universal Declaration of Human Rights and several United Nations documents, including the Plan of Action for the Decade) and a list of the addresses of all institutes and governmental and non-governmental agencies dealing with human rights education, which can be contacted and can provide materials for developing further programmes. The survey, whose publication is imminent, will be disseminated throughout the country, and in particular in all educational establishments;

(iii) Tunisia has presented to the High Commissioner a report that includes information on all activities carried out throughout Tunisian society for the promotion of human rights. Some initiatives were carried out prior to the proclamation of the Decade; however, it is noteworthy to underline the broad range of activities reported, which include: reform and strengthening of the programmes of civic education for primary and secondary schools; establishment of human rights chairs in law faculties and of a Department of Civic Education to assure the training of teachers and the coordination of human rights research; in-service training of teachers; integration of human rights in the curricula of the training of law enforcement agencies (police and prison officers), including the publication of a code of conduct for these agencies; sensitization of the general public through the media, and the publication and dissemination of human rights materials; organization of seminars and support to human rights research; annual celebration of 10 December through the awarding of an annual human rights prize, media events, school competitions and the organization of regional conferences on human rights issues; cooperation with international institutions and non-governmental organizations;

(iv) In May 1995, the Government of Ukraine issued a decree regarding the programme of legal education of the population of Ukraine, which provides for a wide range of activities in the field of human rights education. In pursuance of this resolution, educational programmes in the field of human rights targeted to different age groups are being developed throughout the country; priority is given to children. Within this general framework, the Government has requested the Centre for Human Rights to provide a number of institutions (ministries, institutions of higher education and libraries) with human rights publications so that governmental officials, students, researchers and readers may have easy access to international instruments and information on human rights.

2. Practical assistance provided by the High Commissioner/Centre for Human Rights

45. In paragraph 14 above, mention has been made of a two-year global technical cooperation project developed by the Centre for Human Rights through which the High Commissioner/Centre for Human Rights is carrying out the activities envisaged in the Plan of Action aimed at supporting and enhancing national capacities for human rights education through:

(a) The collection and dissemination of information on existing programmes and initiatives at the international, regional and national level (see component one);

(b) The development and dissemination of materials for human rights education (see component six);

(c) The development and dissemination of methodologies for human rights education;

(d) The development of strategies to involve the media in human rights education (see component seven).

46. The project has been carried out since May 1996. The activities are being illustrated in each section on the implementation of the relevant component of the Plan of Action.

47. As far as methodologies for human rights education are concerned, draft guidelines are being prepared to assist Governments to develop national Plans of Action for human rights education. The draft guidelines will be revised during an expert meeting which will be organized by the High Commissioner/Centre for Human Rights before the end of 1996, and will be made available to all Governments in the first months of 1997.

48. Furthermore, in 1997, an expert meeting on methodologies for human rights education for different target groups will be organized in cooperation with UNESCO.

49. Finally, the High Commissioner/Centre for Human Rights has intensified its technical cooperation activities for the promotion of human rights; details about these activities at the national, regional and global level are outlined in the report of the Secretary-General to the Commission on Human Rights (see E/CN.4/1996/90).

E. Component six: Coordinated development of materials for human rights education

50. The High Commissioner/Centre for Human Settlements has enhanced the production of human rights publications and materials and their dissemination among governmental and non-governmental organizations. Detailed information on these materials and on other relevant activities undertaken by the Department of Public Information of the United Nations Secretariat can be found in the report of the Secretary-General on the development of public information activities in the field of human rights, which will be presented in a separate report to the General Assembly; this report will include a complete list of publications issued by the Centre for Human Rights and available as of September 1996.

51. Also, through the above-mentioned technical cooperation project in support to the Decade, the High Commissioner/Centre for Human Rights is planning to produce, by the end of 1997, six training packages to support the training activities addressed to professional groups undertaken by the Centre for Human Rights and by the national focal points and centres for human rights education. The training packages will incorporate the methodological approach mentioned in paragraph 75 of the Plan of Action, and address the following professional groups: prison officers; primary and secondary schoolteachers; legal professionals (judges and lawyers); national and local non-governmental organizations; media; and human rights monitors.

52. Also, three handbooks on human rights and constitutions, human rights and parliament and human rights and conflict resolution, and a publication for

pre-primary/primary school audiences are part of the materials to be prepared under the same project.

53. As of September 1996, work has started on the development of six training packages and on the handbook on human rights and conflict resolution, in close cooperation with relevant specialized experts and organizations.

54. Finally, the High Commissioner/Centre for Human Rights has actively collected materials for human rights education, and its collection now includes hundreds of publications for human rights education and training produced by different governmental and non-governmental sources in various languages. Access to this collection has been made available to human rights educators who have visited the Centre for Human Rights, and in the future will constitute part of the Documentation Centre to be established within the High Commissioner/ Centre for Human Rights.

F. Component seven: Strengthening the role of the mass media

55. To increase the incorporation by the media of human rights information and public education into their work, the Centre for Human Rights is producing a training package for media professionals (see component six).

56. Also, consultations have been undertaken between the High Commissioner/ Centre for Human Rights and the Department of Public Information of the United Nations Secretariat on the establishment of a media advisory board, as part of a broader media strategy of the High Commissioner/Centre for Human Rights. More information on the work done in this regard can be found in the report of the High Commissioner to the General Assembly (A/51/36).

57. Also, the High Commissioner/Centre for Human Rights and the Department of Public Information have increased their public information activities in the field of human rights, which are detailed in the forthcoming report of the Secretary-General on the development of public information activities in the field of human rights.

G. Component eight: Global dissemination of the Universal Declaration of Human Rights

58. Since December 1995, a broad survey on existing versions of the Universal Declaration of Human Rights has been conducted by the High Commissioner/Centre for Human Rights and the Department of Public Information and its information centres and services throughout the world, in cooperation with non-governmental organizations. This preliminary survey resulted in the collection in the Centre for Human Rights, up to September 1996, of about 180 language versions of the Universal Declaration, in addition to some 30 other versions in pictorial, audio-visual and other formats (videotapes, tape cassettes, posters, books for children, picture books, general books and a version for the disabled), which constitute the basis for further consultations in the implementation of this component of the Plan of Action. A complete list of these versions, organized by geographical areas and by type of material, is periodically updated and is

available from the High Commissioner/Centre for Human Rights (an abbreviated list is appended to the present report). During 1996, copies of these versions have been provided to several organizations, in particular non-governmental organizations, which requested them for use within their educational programmes.

59. As a contribution to the efforts towards the dissemination of the Universal Declaration, the Algerian focal point for human rights education, the National Observatory of Human Rights, has forwarded to the High Commissioner/Centre for Human Rights a new language version in Tamazight (Berber) produced in the framework of the Decade.

60. Also, UNESCO and the High Commissioner/Centre for Human Rights are currently exploring other initiatives for the dissemination of the Universal Declaration in schools.

61. Finally, in this section it is noteworthy to take into consideration that the Commission on Human Rights adopted resolution 1996/42 of 19 April 1996 on the preparations for the fiftieth anniversary of the Declaration. In this resolution, the Commission requested the High Commissioner to coordinate the preparation of the anniversary, and called upon Governments, human rights treaty bodies, relevant United Nations organs and agencies, non-governmental organizations and national institutions to participate in it. In this framework, the Assistant Secretary-General for Human Rights has organized and chaired in the past months several meetings in this regard which were attended by United Nations system agencies and programmes and non-governmental organizations.

* * *

62. This Decade for Human Rights Education is a challenging undertaking for all the members of the international community. The High Commissioner has been working towards the implementation of the Plan of Action with very limited human and financial resources. Also, the current financial crisis of the United Nations will further undermine the work of the High Commissioner as the coordinator of the Decade (for instance, lack of funds will not allow publications of the High Commissioner/Centre for Human Rights to be reprinted in large stocks and translated in all United Nations official languages, which will undermine the dissemination of human rights information to the public).

63. The full implementation of this Plan of Action and the success of this Decade will require, in the coming months, a more strong commitment to it on the part of the international community, and the availability of more human and financial resources to coordinate efforts towards global human rights education.

APPENDIX

Language versions of the Universal Declaration of Human Rights currently available at the Centre for Human Rights at Geneva

(Joint project of the Department of Public Information and the Centre for Human Rights)

Esperanto

1. AFRICA

Afrikaans
Akuapem Twi
Amharic
Arabic
Asante
Bambara
Baoule
Bemba
Dagaare
Dagbani
Dangme
English
Eve
Fante
French
Ga
Gonja
Hausa/Haoussa
Igbo
Kaonde
Kasem
Kinyarwanda
Kirundi
Kpelewo
Lingala
Lozi
Lunda/Chokwe-lunda
Luvale
Maninka
Ndebele
Nyanja
Nzema
Oshiwambo
Peulh/Pular
Portuguese
Shona
Somalian
Sotho/Pedi (Northern)
Sussu/Soussou Sosso
Swahili
Tamazight (Beraber)
Tonga
Wolof
Xhosa
Yoruba
Zulu

2. NORTH AMERICA

English
French
Marshallese
Mikmaq
Spanish (Castellano)

3. CENTRAL AND SOUTH AMERICA

Achuar-Shiwiar
Aguaruna
Amahuaca
Amarakaeri
Amuesha-Yanesha
Arabela
Asháninca
Ashéninca
Aymara
Bora
Campa pajonalino
Candoshi-Shapra
Caquinte
Cashibo-Cacataibo
Cashinahua
Chayahuita
Chinanteco
Creole
English
French
Guarani
Huitoto murui
Kaqchikel
K'iche
Mam
Matsés
Mayan
Mazateco
Nomatsiguenga
Paez (Nasa)
Portuguese
Q'eqchi
Quechua
Quechua de Ambo-Pasco
Quechua de Ayacucho
Quechua de Cajamarca
Quechua del Callejon de Huaylas
Quechua de Cotahuasi (Arequipa)
Quechua del Cusco
Quechua de Huamalies (Huanuco)
Quechua de Margos (Sur de Dios de Mayo, Huanuco)
Quechua del Norte de Junin
Quechua de Pomabamba (Ancash)
Quichua
Sharanahua
Shipibo-Conibo
Spanish (Castellano)
Ticuna
Tojol a'bal
Tseltal
Tzotzil
Urarina
Wayu (Guajiro)
Yagua

4. ASIA

Assamese
Bengali
Burmese/Myanmar
Chinese
English
Farsi/Persian
Filipino (Tagalog)
Gujarati
Gurmukhi
Hindi
Indonesian
Japanese
Kannada
Khmer
Korean
Lao
Malagasy
Malayalam
Marathi
Mongolian
Nepali/Nepalese
Oriya
Pushtu/Pakhto and Durri
Portuguese
Sinhalese
Tamil
Telugu
Thai
Tibetan
Urdu
Vietnamese

5. EUROPE

Albanian
Bulgarian
Croatian
Czech
Catalan
Danish
Dutch
English
Faroese
Finnish
French
Galician
German
Greek
Greenlandic
Hungarian
Icelandic
Irish
Italian
"Luxembourguese"
Macedonian
Maltese
Norwegian
Polish
Portuguese
Romanian
Sami
Serbian (cyrillic)
Serbo-Croatian
Slovak
Slovenian
Spanish (Castellano)
Swedish
Turkish
Welsh

6. FORMER UNITED SOVIET SOCIALIST REPUBLICS

Armenian
Byelorussian
Estonian
Georgian
Kazakh (cyrillic)
Kirghiz
Lithuanian
Russian
Tadjik (cyrillic)
Tartar (cyrillic)
Ukrainian

7. MIDDLE EAST

Arabic
Farsi/Persian
Hebrew

8. OCEANIA

Chamorro
English
French
Palauan
Ponapean
Trukese
Yapese